



ZIMBABWE

# MINISTRY OF PRIMARY AND SECONDARY EDUCATION

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## HERITAGE STUDIES (NON-FORMAL) SYLLABUS

LEVEL I AND II

2015-2022

Curriculum Development Unit  
P.O. Box MP133  
Mount Pleasant  
Harare

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## **PREAMBLE**

### **1.1 Introduction**

The Heritage Studies syllabus covers two levels, Level 1 and 2. The syllabus covers the national history of the people of Zimbabwe, liberation struggle, natural resources, cultural norms and values, beliefs, historical sites, indigenous crafts and food heritage.

The focus of the syllabus is on facilitating the learner to become a responsible citizen of Zimbabwe, who is patriotic, competent, self-reliant and has a sense of national pride. The syllabus also aims at upholding the spirit of Unhu/Ubuntu/Vumunhu (societal norms and values). It is envisaged that the syllabus will produce a creative learner who has the knowledge to explore and exploit the available resources for survival. The syllabus utilises Information and Communication Technologies (ICTs) to enhance the teaching and learning of Heritage Studies.

### **1.2 Rationale**

The Heritage Studies syllabus seeks to develop individuals who have a collective responsibility for protecting and investing in their cultural, natural and liberation heritage and wealth creation for posterity. It develops a spirit of national consciousness and moulds the human character which is the foundation of Unhu/Ubuntu/Vumunhu (societal norms and values).

The syllabus seeks to uphold our national unity, sovereignty and governance by embracing the Zimbabwean Constitution, national symbols and events which foster patriotism, national identity and a sense of pride and ownership of factors of production such as natural resources like land.

### **1.3 Summary of content**

The thrust of the Heritage Studies syllabus is preserving and sustaining:

- national history and the gains of the liberation struggle
- the natural environment
- Unhu/Ubuntu/Vumunhu (cultural norms, values and beliefs)
- historical sites
- indigenous crafts
- indigenous food heritage
- national symbols such as the Zimbabwean flag
- the National Schools Pledge and national anthem

The Heritage Studies syllabus enables learners to develop skills in;

- problem solving
- critical thinking
- leadership
- communication

- enterprise
- Technological skills.
- Conflict resolution
- Decision-making

## 1.4 Methodology

In teaching Heritage Studies learner- centred participatory methodologies should be used. These include:

- Case studies
- Discovery
- Research
- Discussion
- Debate
- Drama
- Educational tours
- Role play
- Project
- Group work
- Demonstration
- Resource person
- Songs and poems
- Folklore
- Quiz

### 1.4.1 time allocation

The learning area should be allocated at least two periods of 60 minutes each per week.

### 1.5 Assumptions

It is assumed that learners:

- have a background knowledge of national celebrations such as Independence Day and Heroes Day
- know the significance of the national flag and symbols
- have visited national shrines and monuments
- are aware of our cultural norms and values
- are aware of indigenous crafts and artefacts
- have engaged in project work, cooperative work and self-reliant activities

### 1.6 Cross - cutting themes

- heritage studies
- Unhu/Ubuntu/Vumunhu (societal norms and values)
- gender roles
- children's rights and responsibilities
- human rights
- child protection
- environmental issues
- disaster risk management
- rites of passage for boys and girls (sexuality)
- enterprise skills
- financial literacy

- chronic and infectious diseases such as diabetes, Ebola, hypertension and HIV/AIDS

## 2.0 PRESENTATION OF THE SYLLABUS

The Level 1 and 2 Heritage Studies syllabus is presented as a single document.

### 3.0 AIMS

The syllabus aims to:

- 3.1 inculcate and sustain Unhu/Ubuntu/Vumunhu (societal norms and values) through interaction with the family, community and society at large
- 3.2 understand and appreciate Zimbabwe's pre-colonial, colonial and post-colonial history
- 3.3 develop an appreciation of the importance of Chimurenga/Umvukela/liberation war heroes and heroines, national heritage, symbols, identity and events
- 3.4 foster in learners a spirit of patriotism through involvement in national celebrations and events
- 3.5 uphold Zimbabwe's constitutional rights such as respect for self, others, the vulnerable and disadvantaged as well as property
- 3.6 prepare learners to face rapid changes in their socio-economic environment without losing their identity and integrity

- 3.7 develop attitudes and skills consistent with sustainable environmental management and global challenges
- 3.8 prepare learners for life and work with respect to life skills such as team work and enterprise skills

### 4.0 OBJECTIVES

By the end of Level 2 secondary Heritage Studies course, learners should be able to:

- 4.1 explain key events and the significance of the Anglo-Ndebele war, first and second Chimurenga/Umvukela/liberation struggle
- 4.2 describe the significance of national symbols, events and heritage sites
- 4.3 identify norms and values appropriate for responsible behaviour
- 4.4 describe the operations of various government structures and systems
- 4.5 demonstrate skills and knowledge gained to improve the quality of life of individuals, families and communities
- 4.6 explain concepts and issues relating to heritage studies, gender, human rights and responsibilities
- 4.7 examine various ways of managing the national environment for sustainable development
- 4.8 explain the production and marketing of goods and services
- 4.9 state the fundamental rights and freedoms enshrined in the Zimbabwean Constitution

## 5.0 SYLLABUS TOPICS

- 5.1 Socialisation
- 5.2 Identity
- 5.3 Cultural Heritage: Norms and Values
- 5.4 National History: Sovereignty and Governance
- 5.5 National Heritage
- 5.6 Constitution of Zimbabwe
- 5.7 Rights and Responsibilities

5.8

Production, Distribution of Goods and Services

5.9

Global Issues

Draft Syllabus

## 2.0 SCOPE AND SEQUENCE

TOPIC	LEVEL	LEVEL 2
<b>Socialisation</b>	<ul style="list-style-type: none"> <li>• Socialisation in the home</li> <li>• Role of the school in socialisation</li> <li>• Role of peers in socialisation</li> <li>• Role of the media and ICT in socialisation</li> <li>• Role of the community in socialisation</li> <li>• Role of religious belief in society</li> </ul>	
<b>Identity</b>	<ul style="list-style-type: none"> <li>• Forms of personal identity</li> <li>• Types of families</li> <li>• Family and the community</li> <li>• National identity documents</li> <li>• Indigenous gatherings and ceremonies</li> <li>• Indigenous languages and culture</li> <li>• Totems</li> </ul>	
<b>Marriages</b>	<ul style="list-style-type: none"> <li>• Courtship practices</li> <li>• Marriages</li> <li>• Indigenous counsellors</li> <li>• Men and women in marriages</li> </ul>	
<b>Cultural heritage: norms and values</b>	<ul style="list-style-type: none"> <li>• Norms and values in the home, community and workplace</li> <li>• Zimbabwean and foreign norms and values</li> <li>• Rites of passage</li> <li>• Birth and death rites</li> <li>• Inheritance practices</li> <li>• Forms of entertainment</li> </ul>	
<b>National history, sovereignty and governance</b>	<ul style="list-style-type: none"> <li>• Pre-colonial societies</li> <li>• Iron Age societies</li> <li>• Contribution of Iron Age societies to</li> </ul>	<ul style="list-style-type: none"> <li>• Colonization of Zimbabwe</li> <li>• First Chimurenga/Umvukela</li> <li>• Second Chimurenga/Umvukela</li> </ul>

TOPIC	LEVEL	LEVEL 2
	contemporary societies <ul style="list-style-type: none"> <li>• Agents of colonization</li> </ul>	<ul style="list-style-type: none"> <li>• Zimbabwe after independence</li> <li>• Zimbabwe as a member of regional and international organisations</li> </ul>
<b>National heritage</b>		<ul style="list-style-type: none"> <li>• National symbols, monuments and shrines</li> <li>• National schools pledge</li> <li>• Natural resources</li> <li>• National events and celebrations</li> </ul>
<b>Constitution of Zimbabwe</b>		<ul style="list-style-type: none"> <li>• Constitution of Zimbabwe</li> <li>• Rights in the Zimbabwean constitution</li> <li>• Citizenship in Zimbabwe</li> <li>• Zimbabwe Court System</li> <li>• Child labour</li> </ul>
<b>Rights and responsibilities in indigenous society</b>		<ul style="list-style-type: none"> <li>• Indigenous entitlements</li> <li>• Voluntary community activities</li> <li>• Gender equity and equality in contemporary Zimbabwe</li> </ul>
<b>Production and distribution of goods and services</b>		<ul style="list-style-type: none"> <li>• Types of industries</li> <li>• Informal sector</li> <li>• Factors of production</li> <li>• Enterprise skills and employment creation</li> <li>• Conservation and management of resources</li> <li>• Land ownership in Zimbabwe</li> <li>• National strategic reserves</li> <li>• Preservation of food in indigenous and contemporary society</li> </ul>
<b>Global issues</b>		<ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Human trafficking</li> </ul>

TOPIC	LEVEL	LEVEL 2
		<ul style="list-style-type: none"> <li>• Diseases – pandemics and epidemics</li> <li>• Hazards, risks and disasters</li> </ul>

## 7.0 COMPETENCY MATRIX

### LEVEL 1

#### TOPIC 1: SOCIALISATION

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Socialisation in the home</b>	<ul style="list-style-type: none"> <li>• examine the role of each family member in socialization</li> </ul>	<ul style="list-style-type: none"> <li>• Socialisation               <ul style="list-style-type: none"> <li>- Definition</li> <li>- Agents</li> <li>- Role of family members</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the role of each family member in socialization</li> <li>• Role playing socialization in the home</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Resource person</li> </ul>
<b>Role of the school in socialisation</b>	<ul style="list-style-type: none"> <li>• Explain the role of the school in socialization</li> <li>• Assess the impact of the school in socialisation</li> </ul>	<ul style="list-style-type: none"> <li>• Role of the school               <ul style="list-style-type: none"> <li>• School rules</li> <li>• Punctuality</li> <li>• Discipline</li> <li>• Respect for authority</li> <li>• Hygiene</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the role of the school in socializing the learners</li> <li>• Demonstrating the effectiveness of the school in socializing the learner</li> <li>• Applying school rules</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Resource person</li> </ul>
<b>Role of peers in socialisation</b>	<ul style="list-style-type: none"> <li>• Describe the role of peers in socialization</li> <li>• Analyse the impact of peers in socialisation</li> </ul>	<ul style="list-style-type: none"> <li>• Role of peers such as;               <ul style="list-style-type: none"> <li>• Friendships</li> <li>• Clique</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dramatizing the role of peers in socializing learners</li> <li>• Assessing the effects</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Resource person</li> </ul>

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES</b> Learners will be able to:-	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
		<ul style="list-style-type: none"> <li>Peer pressure</li> <li>Role models</li> </ul>	<ul style="list-style-type: none"> <li>of peers in socialization</li> <li>Debating the effect of peers in socialisation</li> </ul>	
<b>Role of media and ICT in socialisation</b>	<ul style="list-style-type: none"> <li>Describe the role of ICT and media in socialisation</li> <li>Explain the effects of the media and ICT in socialization</li> </ul>	<ul style="list-style-type: none"> <li>Types of media</li> <li>Responsible use of the media</li> <li>ICT tools, roles and effects</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the role of media and ICT in socialization</li> <li>Watching videos on role models</li> <li>Discussing the effects of the media and ICT in socialization.</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> <li>Print and electronic media</li> <li>Related literature</li> <li>Resource person</li> </ul>
<b>Role of the community in socialisation</b>	<ul style="list-style-type: none"> <li>Explain the socialization process in the community</li> </ul>	<ul style="list-style-type: none"> <li>Role of the community</li> <li>Agents of socialization such as; <ul style="list-style-type: none"> <li>Ceremonies</li> <li>Rituals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the role of the community in socialization</li> <li>Conducting educational tours in the community to observe some ceremonies and rituals</li> </ul>	<ul style="list-style-type: none"> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> <li>Print and electronic media</li> <li>Related literature</li> <li>Resource person</li> </ul>
<b>Role of religion in socialisation</b>	<ul style="list-style-type: none"> <li>Describe the role of religion in socialization</li> </ul>	<ul style="list-style-type: none"> <li>Religions such as; <ul style="list-style-type: none"> <li>Christianity</li> <li>Indigenous religious</li> <li>Islam</li> <li>Rastafarianism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Outlining religions</li> <li>Discussing the role of religions in socialization</li> <li>Watching videos of religious groups</li> </ul>	<ul style="list-style-type: none"> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> <li>Print and electronic media</li> <li>Related literature</li> <li>Resource person</li> </ul>

## TOPIC 2: IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Forms of personal identity</b>	<ul style="list-style-type: none"> <li>Identify forms of personal identify</li> <li>Explain the importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Forms of personal identity               <ul style="list-style-type: none"> <li>Name</li> <li>Surname</li> <li>Totem</li> <li>Religion</li> <li>Nationality</li> <li>Language</li> <li>Dress</li> </ul> </li> <li>Importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Discussing forms of personal identity</li> <li>Sampling identity documents</li> <li>Explaining the importance of national identity</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Slides</li> <li>Resource person</li> <li>Samples of identity documents</li> </ul>
<b>Types of families</b>	<ul style="list-style-type: none"> <li>identify different family types</li> <li>distinguish relationships within families</li> <li>assess the duties of family members in the home</li> </ul>	<ul style="list-style-type: none"> <li>Types of families such;               <ul style="list-style-type: none"> <li>children's homes</li> <li>one parent</li> <li>child headed</li> <li>monogamous</li> <li>polygamous</li> </ul> </li> <li>Duties of family members in the home</li> </ul>	<ul style="list-style-type: none"> <li>Listing different family types</li> <li>Examining relationships within different types of families</li> <li>Explaining the duties of family members in the home</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Related literature</li> <li>Literature in Braille</li> </ul>
<b>Family and the community</b>	<ul style="list-style-type: none"> <li>Describe the role of the family and the community in</li> </ul>	<ul style="list-style-type: none"> <li>Role of family and community in shaping identity</li> </ul>	<ul style="list-style-type: none"> <li>Discussing family types</li> <li>Examining</li> </ul>	<ul style="list-style-type: none"> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> </ul>

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES</b> Learners will be able to:-	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Forms of personal identity</b>	<ul style="list-style-type: none"> <li>Identify forms of personal identify</li> <li>Explain the importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Forms of personal identity               <ul style="list-style-type: none"> <li>Name</li> <li>Surname</li> <li>Totem</li> <li>Religion</li> <li>Nationality</li> <li>Language</li> <li>Dress</li> </ul> </li> <li>Importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Discussing forms of personal identity</li> <li>Sampling identity documents</li> <li>Explaining the importance of national identity</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Slides</li> <li>Resource person</li> <li>Samples of identity documents</li> </ul>
	shaping identity <ul style="list-style-type: none"> <li>Outline the characteristics of monogamy and polygamy</li> <li>Evaluate the advantages and disadvantages of monogamy and polygamy</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of polygamy and monogamy</li> <li>Advantages and disadvantages of polygamy and monogamy</li> </ul>	relationships within types of families <ul style="list-style-type: none"> <li>Assessing advantages and disadvantages of types of marriages</li> </ul>	<ul style="list-style-type: none"> <li>Print and electronic media</li> <li>Related literature</li> <li>Resource person</li> </ul>
<b>National identity documents</b>	<ul style="list-style-type: none"> <li>List national identification documents in Zimbabwe</li> <li>describe the contents of each national identification</li> </ul>	<ul style="list-style-type: none"> <li>National identification documents</li> <li>Birth certificate</li> <li>National Identification card</li> <li>Driver's licence</li> <li>Passport</li> </ul>	<ul style="list-style-type: none"> <li>Stating national identification documents</li> <li>Explaining information on national identification documents</li> <li>Debating the need for</li> </ul>	<ul style="list-style-type: none"> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> <li>Print and electronic media</li> <li>Related literature</li> <li>Sample of identify</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Forms of personal identity</b>	<ul style="list-style-type: none"> <li>Identify forms of personal identify</li> <li>Explain the importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Forms of personal identity               <ul style="list-style-type: none"> <li>Name</li> <li>Surname</li> <li>Totem</li> <li>Religion</li> <li>Nationality</li> <li>Language</li> <li>Dress</li> </ul> </li> <li>Importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Discussing forms of personal identity</li> <li>Sampling identity documents</li> <li>Explaining the importance of national identity</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Slides</li> <li>Resource person</li> <li>Samples of identity documents</li> </ul>
	<p>document</p> <ul style="list-style-type: none"> <li>explain the importance of possessing identification documents</li> </ul>	<ul style="list-style-type: none"> <li>Death certificate</li> </ul>	<p>national identification documents</p>	<p>documents</p> <ul style="list-style-type: none"> <li>ICT tools</li> </ul>
<b>Indigenous gatherings and ceremonies</b>	<ul style="list-style-type: none"> <li>Describe indigenous community gatherings and events</li> <li>Describe the importance of indigenous gatherings and events</li> <li>Identify indigenous ceremonial tools</li> </ul>	<ul style="list-style-type: none"> <li>Community gatherings and events:               <ul style="list-style-type: none"> <li>Nhimbe/ilima</li> <li>Zunde ramambo/isiphala senkosi</li> <li>Bira/ukuthethela</li> <li>Kurova guva/umbuyiso</li> <li>Mukwerera/ukucela izulu</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying indigenous gatherings and events</li> <li>Researching on indigenous gatherings, ceremonies, rituals and events</li> <li>Role-playing indigenous events</li> <li>Exhibiting indigenous ceremonial tools</li> </ul>	<ul style="list-style-type: none"> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> <li>Print and electronic media</li> <li>Related literature</li> <li><b>Resource person</b></li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Forms of personal identity</b>	<ul style="list-style-type: none"> <li>Identify forms of personal identify</li> <li>Explain the importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Forms of personal identity               <ul style="list-style-type: none"> <li>Name</li> <li>Surname</li> <li>Totem</li> <li>Religion</li> <li>Nationality</li> <li>Language</li> <li>Dress</li> </ul> </li> <li>Importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Discussing forms of personal identity</li> <li>Sampling identity documents</li> <li>Explaining the importance of national identity</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Slides</li> <li>Resource person</li> <li>Samples of identity documents</li> </ul>
		<ul style="list-style-type: none"> <li>Funerals</li> <li>Indigenous ceremonial tools</li> </ul>		
<b>Indigenous languages and cultures</b>	<ul style="list-style-type: none"> <li>List indigenous languages in Zimbabwe</li> <li>Explain the importance of upholding indigenous languages and cultures</li> <li>Identify indigenous herbs</li> <li>Explain the importance of indigenous</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous languages such as:               <ul style="list-style-type: none"> <li>Shona</li> <li>Ndebele</li> <li>Kalanga</li> <li>Venda</li> <li>Kalanga</li> <li>Sign language</li> <li>Shangani</li> </ul> </li> <li>Importance of upholding languages and cultures</li> <li>Indigenous herbs like:               <ul style="list-style-type: none"> <li>Aloe vera</li> <li>Ndorani</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Naming different languages spoken in Zimbabwe</li> <li>Comparing cultural practices of people in Zimbabwe</li> <li>Modeling of various cultural attires.</li> <li>Collecting samples of some indigenous herbs</li> <li>Visiting local herbal gardens</li> <li>Researching on types</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>Braille literature</li> <li>Samples of indigenous herbs</li> <li>Resource person</li> <li>Related literature</li> <li>pictures</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Forms of personal identity</b>	<ul style="list-style-type: none"> <li>Identify forms of personal identify</li> <li>Explain the importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Forms of personal identity               <ul style="list-style-type: none"> <li>Name</li> <li>Surname</li> <li>Totem</li> <li>Religion</li> <li>Nationality</li> <li>Language</li> <li>Dress</li> </ul> </li> <li>Importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Discussing forms of personal identity</li> <li>Sampling identity documents</li> <li>Explaining the importance of national identity</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Slides</li> <li>Resource person</li> <li>Samples of identity documents</li> </ul>
	<ul style="list-style-type: none"> <li>Identify types of indigenous wise sayings</li> <li>Explain the significance of wise sayings</li> </ul>	<ul style="list-style-type: none"> <li>Ginger</li> <li>Black jack</li> <li>Isihaqa</li> <li>Wise sayings such as:               <ul style="list-style-type: none"> <li>Types</li> <li>significance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>and uses of indigenous herbs</li> <li>Listing types of indigenous wise sayings</li> <li>Discussing the significance of indigenous wise sayings</li> </ul>	
<b>Totems</b>	<ul style="list-style-type: none"> <li>Recite totem praises</li> <li>Explain the significance of totem systems</li> </ul>	<ul style="list-style-type: none"> <li>Totem praises</li> <li>Genealogy/family tree</li> <li>Purpose of totem systems</li> </ul>	<ul style="list-style-type: none"> <li>Researching on totems</li> <li>Drawing family trees</li> <li>Presenting on totem praises</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li><b>Braille literature</b></li> </ul>

### TOPIC 3: MARRIAGES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Indigenous and contemporary courtship practices</b>	<ul style="list-style-type: none"> <li>• Describe the indigenous and contemporary courtship practices</li> <li>• Compare indigenous and contemporary courtship practices</li> </ul>	<ul style="list-style-type: none"> <li>• Types of courtship practices:               <ul style="list-style-type: none"> <li>- Indigenous</li> <li>- Contemporary</li> <li>- Advantages and disadvantages of each</li> </ul> </li> <li>• Contemporary courtship practices such as:               <ul style="list-style-type: none"> <li>- Religious</li> <li>- Western</li> <li>- Customary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing indigenous and contemporary courtship practices</li> <li>• Role-playing courtship practices</li> <li>• Researching on indigenous and contemporary courtship practices</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Brailled material</li> <li>• Large print material</li> </ul>

<p><b>Indigenous and contemporary marriages</b></p>	<ul style="list-style-type: none"> <li>• Describe indigenous ways of marriage</li> <li>• Outline the characteristics of civil and customary marriages</li> <li>• Assess the relevance of these marriage types</li> <li>• describe the implications of the age of consent</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of indigenous marriage such as: <ul style="list-style-type: none"> <li>- Kuganha/</li> <li>- Kutizira/uku balekisa</li> <li>- Kuzvarira/u kwendis</li> <li>- Musengabe re</li> <li>- Kukumbira/ukuthanga</li> </ul> </li> <li>• Relevance of indigenous and contemporary marriages: <ul style="list-style-type: none"> <li>- In relation to human rights</li> </ul> </li> <li>• Implications of age of consent</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing indigenous ways of marriage</li> <li>• Researching on characteristics of civil and customary marriages</li> <li>• Debating on the relevance of indigenous and contemporary marriages</li> <li>• Evaluating the implications of the age of consent to sex</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Brailled material</li> <li>• Large print material</li> </ul>
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<p><b>Indigenous and contemporary marriage counsellors</b></p>	<ul style="list-style-type: none"> <li>• Identify indigenous marriage counselors</li> <li>• Explain the role of indigenous and contemporary marriage counselors</li> <li>• Discuss the indigenous and contemporary marriage counselling processes</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous marriage counselors such as: <ul style="list-style-type: none"> <li>- Tete/ubaba kazi</li> <li>- Sekuru/malume/ukhulu</li> <li>- Mbuya/Gogo</li> <li>- chiefs</li> </ul> </li> <li>• Contemporary indigenous marriage counselors such as: <ul style="list-style-type: none"> <li>- Pastors</li> <li>- Law enforcement agents</li> <li>- Professional counselors</li> </ul> </li> <li>• Counselling process</li> </ul>	<ul style="list-style-type: none"> <li>• Naming indigenous and contemporary marriage practices</li> <li>• Researching on the role of indigenous and contemporary marriage counselors</li> <li>• Role-playing indigenous and contemporary marriage counseling process</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Brailled material</li> <li>• Large print material</li> </ul>
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## TOPIC 4: CULTURAL HERITAGE: NORMS AND VALUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Norms and values in the home, community and workplace</b>	<ul style="list-style-type: none"> <li>• State the attributes of Unhu/Ubuntu/Vumunhu</li> <li>• describe the norms and values at home, school, community and workplace</li> <li>• Explain the importance of Unhu/Ubuntu/Vumunhu</li> <li>• Compare Zimbabwe and foreign norms and values</li> <li>• Assess threats by foreign norms and values to Zimbabwean norms and values</li> </ul>	<ul style="list-style-type: none"> <li>• Attributes of Unhu/Ubuntu/Vumunhu such as:               <ul style="list-style-type: none"> <li>-respect</li> <li>-courtesy</li> <li>-discipline</li> <li>-honesty</li> <li>-tolerance</li> </ul> </li> <li>• Importance of norms and values</li> <li>• Threats posed by foreign norms and values such as:               <ul style="list-style-type: none"> <li>- Media</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the attributes of Unhu/Ubuntu/Vumunhu</li> <li>• Assessing the importance norms and values at the home, school, community and workplace</li> <li>• Debating the threats posed by foreign norms and values to Zimbabwean norms and values</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Charts</li> <li>• Resource person</li> <li>• Related literature</li> </ul>
<b>Inheritance practices of indigenous and contemporary society</b>	<ul style="list-style-type: none"> <li>• explain the concept of inheritance and heirship</li> <li>• describe indigenous and contemporary heirship practices</li> <li>• distinguish between</li> </ul>	<ul style="list-style-type: none"> <li>• concept of inheritance and heirship</li> <li>• Heirship practices               <ul style="list-style-type: none"> <li>-indigenous</li> <li>-contemporary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the concept of inheritance and heirship</li> <li>• Researching on indigenous and contemporary heirship practices</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Resource person</li> <li>• Related literature</li> <li>• literature in Braille</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>tangible and intangible inheritance</li> </ul>	<ul style="list-style-type: none"> <li>Tangible (assets) and intangible heritage (language, norms and values)</li> </ul>	<ul style="list-style-type: none"> <li>Stating examples of tangible and intangible inheritance</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Samples of wills</li> <li>Newspaper stories</li> <li>Talking/large print books</li> <li>Videos</li> </ul>
<b>Rites of passage</b>	<ul style="list-style-type: none"> <li>explain rites of passage in different ethnic groups in Zimbabwe</li> <li>examine the importance of rites of passage in different societies</li> <li>describe the implications of the age of consent</li> </ul>	<ul style="list-style-type: none"> <li>Rites associated with adolescence: -significance</li> </ul>	<ul style="list-style-type: none"> <li>Identifying rites of passage in different ethnic groups in Zimbabwe</li> <li>Discussing the importance of rites of passage in different societies</li> <li>Researching on the implications of the age of consent to sex</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Research person</li> <li>Related literature/literature in Braille</li> </ul>
<b>Birth and death rites</b>	<ul style="list-style-type: none"> <li>Explain the concept of birth and death rites</li> <li>Assess the significance of birth and death rites and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>Concept of birth and death rites</li> <li>Significance of birth and death rites and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the birth and death rights and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>Jaws software</li> <li>Resource person</li> <li>Game boards</li> <li>Related literature</li> <li>Literature in Braille</li> <li>Videos and films</li> </ul>

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES</b> Learners will be able to:-	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Forms of entertainment</b>	<ul style="list-style-type: none"> <li>• identify different forms of indigenous and contemporary entertainment</li> <li>• explain the significance of indigenous and contemporary forms of entertainment</li> <li>• describe the importance of dance and drama as forms of entertainment, leisure and employment</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous and contemporary entertainment: <ul style="list-style-type: none"> <li>- folklore</li> <li>- games</li> <li>- dance and song</li> <li>- media</li> </ul> </li> <li>• Importance of dance and drama: <ul style="list-style-type: none"> <li>- Entertainment</li> <li>- Leisure</li> <li>- Employment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing indigenous and contemporary forms of entertainment</li> <li>• Discussing the significance of indigenous and contemporary entertainment</li> <li>• Dramatising indigenous and contemporary forms of entertainment</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Resource person</li> <li>• Game boards</li> <li>• Related literature</li> <li>• Literature in Braille</li> <li>• Films and videos</li> <li>• Dance instruments</li> <li>• Embossed pictures</li> </ul>

## **TOPIC 5: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE**

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES</b> Learners will be able to:-	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Pre-colonial societies</b>	<ul style="list-style-type: none"> <li>• identify the hunter-gatherer and herder communities</li> <li>• describe the economic,</li> </ul>	<ul style="list-style-type: none"> <li>• Hunter-gatherer (San and Khoi Khoi) <ul style="list-style-type: none"> <li>-social, political</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating the characteristics of hunter-gatherer and herder communities</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Rock paintings</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<p>social and political systems of the Khoi Khoi and the San</p> <ul style="list-style-type: none"> <li>• outline the use of indigenous hunting and production tools</li> <li>• explain the indigenous knowledge systems of the San and the Khoi khoi</li> </ul>	<p>and economic organisation of the San and the Khoi Khoi</p> <ul style="list-style-type: none"> <li>• Contributions of the San and the Khoi Khoi to modern society like: <ul style="list-style-type: none"> <li>-hunting skills</li> <li>-hunting tools</li> <li>-rock paintings</li> <li>-tool making</li> <li>-indigenous medicines</li> <li>-tanning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Outlining the economic, political and social systems of these communities</li> <li>• Discussing the relevance of indigenous knowledge systems in contemporary Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Artefacts</li> <li>• Excursions</li> </ul>
<b>Iron Age Societies</b>	<ul style="list-style-type: none"> <li>• Outline the political, social and economic activities of Iron Age societies and states</li> <li>• Assess the nature of inheritance passed to contemporary societies by Iron Age communities and states</li> <li>• Describe how indigenous leaders were enthroned</li> </ul>	<ul style="list-style-type: none"> <li>• Political, social and economic activities</li> <li>• Nature of inheritance passed by Iron Age societies such as: <ul style="list-style-type: none"> <li>- Religious beliefs</li> <li>- Political structures</li> <li>- Traditional medicine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the political, economic and social activities of Iron Age communities and states</li> <li>• Researching on the nature of inheritance passed by Iron Age communities to contemporary society.</li> <li>• Simulating the enthronement of chiefs</li> <li>• Carrying out a project on how chiefs were</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Samples of regalia</li> <li>• Pictures</li> <li>• Resource person</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>• Enthronement of indigenous leaders</li> </ul>	enthroned	
<b>Agents of colonisation</b>	<ul style="list-style-type: none"> <li>• Examine the role played by various groups in the colonization of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Agents of colonization such as:               <ul style="list-style-type: none"> <li>- Missionaries</li> <li>- Explorers</li> <li>- Traders</li> <li>- Concession-seekers</li> <li>- Hunters</li> </ul> </li> <li>• Role played by these agents</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## LEVEL 2

### TOPIC 1: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES

<b>Colonisation of Zimbabwe</b>	<ul style="list-style-type: none"> <li>• Explain the causes of the colonization of Zimbabwe</li> <li>• Describe the colonization process</li> <li>• Outline the causes, course and results of the Anglo-Ndebele War (1893-4)</li> </ul>	<ul style="list-style-type: none"> <li>• Causes</li> <li>• Process such as: <ul style="list-style-type: none"> <li>- Treaties</li> <li>- Concession</li> <li>- Royal Charter</li> <li>- Pioneer Column</li> </ul> </li> <li>• Anglo Ndebele War: <ul style="list-style-type: none"> <li>- Causes</li> <li>- Course</li> <li>- Results</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the causes of colonization</li> <li>• Evaluating the colonization process</li> <li>• Researching on the causes, course and results of the Anglo-Ndebele War</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Map of Africa</li> <li>• Brailled material</li> <li>• Documentaries and films</li> </ul>
<b>The First Chimurenga/Umvukela</b>	<ul style="list-style-type: none"> <li>• Outline the causes and results of the first Chimurenga/Umvukela</li> <li>• Explain the role played by the spirit mediums in the first Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>• First Chimurenga/Umvukela <ul style="list-style-type: none"> <li>- Causes</li> <li>- Events</li> <li>- Results</li> </ul> </li> <li>• Role of spirit mediums/Heroes and Heroines such as: <ul style="list-style-type: none"> <li>- Mkwati</li> <li>- Nehanda</li> <li>- Kaguvi</li> <li>- Siginyamatshe</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the causes, events and results of the first Chimurenga/Umvukela.</li> <li>• Examining the role played by spirit mediums, Heroes and Heroines</li> <li>• Touring places of historical interest</li> <li>• Singing and dancing</li> <li>• Watching documentaries</li> <li>• Reciting poems</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• National Schools Pledge</li> <li>• Charts</li> <li>• Pictures</li> <li>• Documentaries</li> </ul>
<b>The Second Chimurenga/Umvukela</b>	<ul style="list-style-type: none"> <li>• Explain how the expropriation of resources led to the Second Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>• Expropriation of resources such as land and cattle</li> <li>• Political and social oppression</li> <li>• Role played by heroes</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing how the expropriation of resources led to the Second Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Resource person</li> <li>• Related literature</li> </ul>

	<ul style="list-style-type: none"> <li>Describe how political and social oppression of indigenous Zimbabwean led to the Second Chimurenga/Umvukela</li> <li>Assess the role played by the ordinary people, freedom fighters, spirit mediums and traditional leaders</li> </ul>	<p>and heroines</p> <ul style="list-style-type: none"> <li>Role played by ordinary people, freedom fighters, spirit mediums, chimbwidos, mujibhas, traditional leaders</li> </ul>	<ul style="list-style-type: none"> <li>Assessing how the political and social oppression of indigenous people led to the Second Chimurenga/Umvukela</li> <li>Outlining the role played by ordinary people, freedom fighters, spirit mediums and traditional leaders</li> </ul>	<ul style="list-style-type: none"> <li>Literature in Braille</li> <li>Resource person</li> </ul>
<b>Zimbabwe after independence</b>	<ul style="list-style-type: none"> <li>Outline the political, social and economic gains of independence</li> <li>Describe the functions of rural, urban and metropolitan authorities</li> <li>Assess the role of local authorities in governance</li> <li>Compare democratic and autocratic systems of governance</li> <li>Discuss the functions of arms of</li> </ul>	<ul style="list-style-type: none"> <li>Political, economic and social gains of independence <ul style="list-style-type: none"> <li>Access to land</li> <li>Access to health facilities</li> <li>Universal access to education</li> </ul> </li> <li>Local governance structures</li> <li>Systems of governance:- autocracy, democracy</li> <li>Arms of government <ul style="list-style-type: none"> <li>Executive</li> <li>Legislature</li> <li>Judiciary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the political, social and economic gains of independence</li> <li>Visiting local councils</li> <li>Outlining local government structures</li> <li>Identifying major characteristics of democracy and autocracy</li> <li>Explaining functions of the arms of government</li> <li>Explain the role played by government in</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Related literature</li> <li>World Map</li> <li>Brailled material</li> <li>Documentaries and films</li> <li>Constitution of Zimbabwe</li> </ul>

	<p>government</p> <ul style="list-style-type: none"> <li>• Explain the importance of social services provided by the government</li> <li>• Describe the importance of Zimbabwe's membership in regional and international organizations</li> <li>• Analyse challenges faced by the government after independence</li> </ul>	<ul style="list-style-type: none"> <li>• Role of government in providing social services: <ul style="list-style-type: none"> <li>- Health</li> <li>- Housing</li> <li>- Education</li> </ul> </li> <li>• Regional and international organizations: <ul style="list-style-type: none"> <li>- SADC</li> <li>- COMESA</li> <li>- UN</li> <li>- NAM</li> </ul> </li> <li>• Challenges faced by government after independence: <ul style="list-style-type: none"> <li>- Sanctions</li> <li>- Natural disasters</li> </ul> </li> </ul>	<p>providing social services</p> <ul style="list-style-type: none"> <li>• Assessing Zimbabwe's benefits as a member of regional and international organizations</li> <li>• Researching challenges faced government after independence</li> </ul>	
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## TOPIC 2: NATIONAL HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>National symbols, monuments and shrines</b>	<ul style="list-style-type: none"> <li>• Explain the significance of national symbols, shrines and monuments</li> </ul>	<ul style="list-style-type: none"> <li>• National symbols such as: <ul style="list-style-type: none"> <li>- National flag</li> <li>- Coat of arms</li> <li>- Zimbabwe</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying symbols, shrines and monuments</li> <li>• Visiting shrines and monuments</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Resource person</li> <li>• Related literature</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
		bird <ul style="list-style-type: none"> <li>• National monuments:               <ul style="list-style-type: none"> <li>- Great Zimbabwe</li> <li>- Victoria Falls</li> <li>- Chinhoyi caves</li> </ul> </li> <li>• National shrines:               <ul style="list-style-type: none"> <li>- Heroes acre</li> <li>- Njelele</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• National flag</li> </ul>

#### TOPIC 7: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>National Schools Pledge</b>	<ul style="list-style-type: none"> <li>• Recite national schools pledge</li> <li>• Explain the significance of the national schools pledge</li> </ul>	<ul style="list-style-type: none"> <li>• National schools pledge</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting the national schools pledge</li> <li>• Discussing the importance of the national schools pledge</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Resource person</li> <li>• Related literature</li> <li>• National schools pledge</li> </ul>
<b>Natural resources</b>	<ul style="list-style-type: none"> <li>• Identify natural</li> </ul>	<ul style="list-style-type: none"> <li>• Natural resources:</li> </ul>	<ul style="list-style-type: none"> <li>• Listing natural</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Tools</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>resources</li> <li>• Explain the importance of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>- Land</li> <li>- Minerals</li> <li>- Animals</li> <li>- Birds</li> <li>- Plants and forests</li> <li>- Rivers</li> </ul>	<ul style="list-style-type: none"> <li>resources</li> <li>• Debating on the ownership of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• Jaws software</li> <li>• Resource person</li> <li>• Related literature</li> <li>• Literature in Braille</li> <li>• Map showing resources</li> </ul>
<b>National events and Celebrations</b>	<ul style="list-style-type: none"> <li>• Identify national events and celebrations</li> <li>• Explain the significance of national events and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• National events and celebrations:               <ul style="list-style-type: none"> <li>- Heroes day</li> <li>- Independence Day</li> <li>- Unity day</li> <li>- Tree Planting Day</li> </ul> </li> <li>• Significance of national events and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing activities to commemorate national events and activities</li> <li>• Singing songs related to national events</li> <li>• Discussing the significance of national events and celebrations</li> <li>• Watching documentaries of events and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Constitution of Zimbabwe</li> </ul>

### TOPIC 3: CONSTITUTION OF ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Constitution of Zimbabwe</b>	<ul style="list-style-type: none"> <li>• Explain the importance of the Zimbabwean Constitution</li> <li>• Summarise the contents of the Zimbabwean constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of the Zimbabwean Constitution</li> <li>• Contents of the Zimbabwean constitution</li> <li>• Constitution-making process</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the importance of the Zimbabwean constitution</li> <li>• Describing the contents of the Zimbabwean constitution</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Related literature</li> <li>• Literature in Braille</li> <li>• Resource person</li> <li>• Constitution of Zimbabwe</li> </ul>
<b>Rights in the Zimbabwean Constitution</b>	<ul style="list-style-type: none"> <li>• Identify human and children's rights and responsibilities</li> <li>• State the civic responsibilities at community and national level</li> </ul>	<ul style="list-style-type: none"> <li>• Human and children's rights and responsibilities</li> <li>• Civic responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Listing human and children's rights and responsibilities</li> <li>• Discussing civic responsibilities at community and national level</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Related literature</li> <li>• Literature in Braille</li> <li>• Resource person</li> </ul>

<b>Zimbabwe Court System</b>	<ul style="list-style-type: none"> <li>• Identify types of courts in Zimbabwe</li> <li>• Describe the functions of Zimbabwe courts</li> </ul>	<ul style="list-style-type: none"> <li>• Courts and their jurisdictions</li> </ul>	<ul style="list-style-type: none"> <li>• Classifying courts according to hierarchy</li> <li>• Conducting educational tours to observe court sessions</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Related literature</li> <li>• Literature in Braille</li> <li>• Resource person</li> <li>• Constitution of Zimbabwe</li> </ul>
<b>Zimbabwean Citizenship</b>	<ul style="list-style-type: none"> <li>• Explain the different forms of citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Citizenship in Zimbabwe: <ul style="list-style-type: none"> <li>- By birth</li> <li>- By registration</li> <li>- By descent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the different forms of citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Related literature</li> <li>• Literature in Braille</li> <li>• Resource person</li> <li>• Constitution of Zimbabwe</li> <li>• National Identity document</li> </ul>

<b>Child labour</b>	<ul style="list-style-type: none"> <li>• Examine laws and conventions on child labour</li> <li>• Assess the difference between child labour and child responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Child labour: <ul style="list-style-type: none"> <li>- Forms</li> <li>- Laws</li> <li>- conventions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• discussing laws and conventions on child labour</li> <li>• evaluating the difference between child labour and child responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Related literature</li> <li>• Literature in Braille</li> <li>• Resource person</li> <li>• Pictures</li> <li>• Films and documentaries</li> </ul>
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#### TOPIC 4: RIGHTS AND RESPONSIBILITIES IN ZIMBABWE

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES</b> Learners will be able to:-	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Entitlements</b>	<ul style="list-style-type: none"> <li>• Outline the entitlements due to men and women in the indigenous society</li> <li>• Explain the significance of these entitlements</li> </ul>	<ul style="list-style-type: none"> <li>• Entitlements for men and women: <ul style="list-style-type: none"> <li>- Women – bride price (mombe yeumai/inkomo yohlango), piece of land, kitchen</li> <li>- Men – Piece of land, bride price, tools</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the entitlements due to men and women</li> <li>• Debating the significance of these entitlements</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Pictures</li> <li>• ICT tools</li> </ul>

<b>Voluntary community activities</b>	<ul style="list-style-type: none"> <li>• Identify areas that require community intervention in urban and rural settings</li> <li>• Explain the importance of participation in voluntary community activities</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in voluntary community activities such as: <ul style="list-style-type: none"> <li>- Gulley reclamation</li> <li>- Refuse collection</li> <li>- Tree Planting</li> <li>- Capacity building</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying areas that require community intervention</li> <li>• Carrying out community projects</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Documentaries</li> </ul>
<b>Gender equity and equality in contemporary Zimbabwe</b>	<ul style="list-style-type: none"> <li>• describe gender roles and gender discrimination</li> <li>• analyse gender roles and gender discrimination</li> <li>• outline types of gender violence</li> </ul>	<ul style="list-style-type: none"> <li>• gender equity and equality <ul style="list-style-type: none"> <li>- Gender roles</li> <li>- Gender discrimination</li> <li>- International conventions on gender equity and equality</li> <li>- Gender-based violence</li> <li>- Constitution and gender</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Debating gender roles in contemporary society</li> <li>• Researching on gender equity and equality</li> <li>• Discussing the effects of gender inequality in contemporary society</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Documentaries</li> <li>• Constitution of Zimbabwe</li> </ul>

**TOPIC5: PRODUCTION, DISTRIBUTION OFGOODS AND SERVICES**

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Types of industries</b>	<ul style="list-style-type: none"> <li>• Describe types of industries</li> </ul>	<ul style="list-style-type: none"> <li>• Types of industries:               <ul style="list-style-type: none"> <li>- Primary</li> <li>- Secondary</li> <li>- Tertiary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Touring industries</li> <li>• Discussing various types of industries</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Related literature</li> <li>• Literature in Braille</li> <li>• Resource person</li> </ul>
<b>The informal sector</b>	<ul style="list-style-type: none"> <li>• describe the characteristics of the informal sector</li> <li>• explain the importance of the informal sector</li> <li>• assess constraints faced by the informal sector</li> <li>• suggests solutions to the challenges faced by the informal sector</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of the informal sector</li> <li>• Importance of the informal sector</li> <li>• Constrains in the informal sector such as:               <ul style="list-style-type: none"> <li>- Sanctions</li> <li>- Lack of credit lines</li> <li>- Lack of insurance</li> <li>- Skills gap</li> </ul> </li> <li>• Solutions to informal sector challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing characteristics of the informal sector</li> <li>• Visiting informal sector sites</li> <li>• Assessing the importance of the informal sector</li> <li>• Researching on the constraints faced by the informal sector</li> <li>• Debating on solutions to the constraints faced by the informal sector</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Literature in braille</li> </ul>
<b>Factors of production</b>	<ul style="list-style-type: none"> <li>• Describe the importance of factors of production</li> <li>• Examine factors hindering access</li> </ul>	<ul style="list-style-type: none"> <li>• Factors of production:               <ul style="list-style-type: none"> <li>- Land</li> <li>- Labour</li> <li>- Capital</li> </ul> </li> <li>• Factors hindering production               <ul style="list-style-type: none"> <li>- Sanctions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessing the importance of factors of production</li> <li>• Discussing government efforts</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Indigenous food</li> <li>• Resource person</li> <li>• Related</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>to factors of production</li> <li>• Outline solutions to factors hindering production</li> </ul>	<ul style="list-style-type: none"> <li>- Market forces</li> <li>- Technology</li> <li>- Lack of skills</li> <li>- Brain drain</li> <li>- Lack of capital</li> <li>• Solutions</li> </ul>	<ul style="list-style-type: none"> <li>to help people access factors of production</li> <li>• Evaluating solutions to factors that inhibit production</li> </ul>	<ul style="list-style-type: none"> <li>literature/ Brailled material</li> </ul>
<b>Enterprise skills and employment creation</b>	<ul style="list-style-type: none"> <li>• Identify enterprise skills that promote employment creation</li> <li>• Examine how enterprises contribute to the growth of the economy</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise skills and employment creation such as:               <ul style="list-style-type: none"> <li>- Music</li> <li>- Art</li> <li>- Sport</li> <li>- Dance</li> <li>- Pottery</li> <li>- Poetry</li> <li>- Theatre</li> <li>- Filming</li> <li>- Basketry</li> <li>- Weaving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing the enterprise skills that promote employment creation</li> <li>• Discussing how enterprises contribute to the growth of the economy</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Indigenous food</li> <li>• Resource person</li> <li>• Related literature/ literature of Braille</li> </ul>
<b>Conservation and management of resources</b>	<ul style="list-style-type: none"> <li>• Describe indigenous and contemporary methods of preserving and conserving resources</li> <li>• Assess the effectiveness of indigenous and</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous and contemporary conservation and management               <ul style="list-style-type: none"> <li>- Taboos</li> <li>- Totems</li> <li>- Indigenous knowledge systems</li> <li>- Indigenous and contemporary rules and laws</li> <li>- Institutions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing indigenous and contemporary methods of conserving and managing natural resources</li> <li>• Debating on the effectiveness of indigenous and</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Indigenous food</li> <li>• Resource person</li> <li>• Related literature/ Brailled material</li> <li>• Immediate</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	contemporary ways of conserving natural resources <ul style="list-style-type: none"> <li>• Outline the legislation and institutions responsible for conservation and preservation of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Methods</li> </ul>	contemporary ways of managing natural resources <ul style="list-style-type: none"> <li>• Touring institutions involved in the preservation and preservation of resources</li> </ul>	environment <ul style="list-style-type: none"> <li>• Environment management Act</li> </ul>
<b>Preservation of food in indigenous and contemporary Zimbabwe</b>	<ul style="list-style-type: none"> <li>• Describe the storage and preservation strategies of indigenous and contemporary food</li> <li>• Explain the importance of indigenous and contemporary food</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous food               <ul style="list-style-type: none"> <li>- Madzira/amacimbi</li> <li>- Mufushwa/umfushwa</li> <li>- Dovi/idovi</li> </ul> </li> <li>• Contemporary food               <ul style="list-style-type: none"> <li>- Tinned beans</li> <li>- Pizza</li> <li>- Corn flakes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing storage and preservation processes of indigenous and contemporary food</li> <li>• Demonstrating the preservation of indigenous and contemporary food</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Indigenous food</li> <li>• Resource person</li> <li>• Related literature/ Brailled material</li> <li>• Indigenous and contemporary food</li> </ul>
<b>Land ownership in Zimbabwe</b>	<ul style="list-style-type: none"> <li>• Examine how colonial laws on land affected indigenous people</li> <li>• Outline measures</li> </ul>	<ul style="list-style-type: none"> <li>• Colonial laws governing land ownership</li> <li>• Effects of colonial laws on indigenous people</li> <li>• Land reform programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing colonial laws governing land ownership</li> <li>• Explaining the impact of colonial</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Pictures</li> <li>• Indigenous food</li> <li>• Resource person</li> </ul>

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES</b> Learners will be able to:-	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
	taken by the government to redistribute land since 1980		land laws on indigenous people <ul style="list-style-type: none"> <li>Evaluating government's land reform programmes</li> <li>Touring resettlement farms</li> </ul>	<ul style="list-style-type: none"> <li>Related literature/ Brailled material</li> </ul>
<b>National strategic reserves</b>	<ul style="list-style-type: none"> <li>Describe the functions of national strategic reserves</li> <li>Explain the significance of national strategic reserves</li> </ul>	<ul style="list-style-type: none"> <li>National strategic reserves <ul style="list-style-type: none"> <li>Function</li> <li>Significance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the functions of national strategic reserves</li> <li>Evaluating the significance of national strategic reserves</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Indigenous food</li> <li>Resource person</li> <li>Related literature/ Brailled material</li> </ul>

## TOPIC 9: GLOBAL ISSUES

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES</b> Learners will be able to:-	<b>UNIT CONTENT</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Environmental issues</b>	<ul style="list-style-type: none"> <li>• explain strategies of preserving natural resources</li> <li>• outline types of pollution and suggest ways of reducing solution</li> <li>• Describe the causes and effects of land degradation</li> <li>• Assess the mitigatory measures to reduce the effect of land degradation</li> </ul>	<ul style="list-style-type: none"> <li>• Preservation of natural resources: <ul style="list-style-type: none"> <li>-land</li> <li>-minerals</li> <li>-forests</li> <li>-rivers</li> <li>-dams</li> </ul> </li> <li>• Types of pollution such as: <ul style="list-style-type: none"> <li>-air</li> <li>-land</li> <li>-water</li> </ul> </li> <li>• Land degradation <ul style="list-style-type: none"> <li>- Causes</li> <li>- Effects</li> <li>- Mitigation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing strategies of preserving natural resources</li> <li>• Researching on types of pollution and their effects</li> <li>• Examining ways of reducing pollution</li> <li>• Embarking on awareness campaigns</li> <li>• Debating the causes and effects of land degradation</li> <li>• Evaluating mitigatory measures to reduce the effects of land degradation</li> <li>• Touring the local environment</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Resource person</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Literature in Braille</li> </ul>
<b>Human trafficking</b>	<ul style="list-style-type: none"> <li>• Describe forms of human trafficking</li> <li>• Explain the effects of human trafficking</li> <li>• Examine preventive and mitigatory measures against human trafficking</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of human trafficking</li> <li>• Causes of human trafficking</li> <li>• Effects of human trafficking such as slavery, gangsterism, normlessness</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing forms of human trafficking</li> <li>• Evaluating the effects of human trafficking</li> <li>• Watching videos on human trafficking</li> <li>• Assessing preventive and mitigatory measures against</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Resource person</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Literature in Braille</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>Prevention and mitigation measures</li> </ul>	human trafficking	
<b>Pandemics and chronic illnesses</b>	<ul style="list-style-type: none"> <li>Explain the causes of pandemics and chronic illnesses</li> <li>Assess the social, economic and political impact of pandemics, epidemics and chronic illnesses</li> <li>Evaluate mitigation measures against pandemic and chronic illnesses</li> </ul>	<ul style="list-style-type: none"> <li>Causes of pandemics and chronic illnesses               <ul style="list-style-type: none"> <li>- diabetes</li> <li>- Hypertension</li> <li>- HIV/AIDS</li> </ul> </li> <li>Impact of pandemics and chronic illnesses</li> </ul>	<ul style="list-style-type: none"> <li>Discussing causes of pandemics and chronic illnesses</li> <li>Researching on the impact of pandemics and chronic illnesses</li> <li>Assessing mitigation measures against pandemics and chronic illnesses</li> <li>Watching documentaries on related concepts</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Slides</li> <li>Resource person</li> </ul>
<b>Climate change</b>	<ul style="list-style-type: none"> <li>Outline the causes and effects of climate change</li> <li>Explain adaptation and mitigation measures against climate change</li> </ul>	<ul style="list-style-type: none"> <li>Causes of climate change</li> <li>Effects of climate change</li> <li>Adaptation and mitigation measures</li> </ul>	<ul style="list-style-type: none"> <li>Debating causes and effects of climate change</li> <li>Discussing adaptation and mitigation measures</li> <li>Touring places affected by climate changes</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Slides</li> <li>Resource person</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Disasters</b>	<ul style="list-style-type: none"> <li>Describe natural and man-made disasters</li> <li>Explain the effects of hazards, risks and disasters</li> <li>Outline the mitigation and management measures against disasters, hazards and risks</li> </ul>	<ul style="list-style-type: none"> <li>Classification of disasters</li> <li>Impact of disasters</li> <li>Disaster management</li> <li>Mitigation measures</li> </ul>	<ul style="list-style-type: none"> <li>Discussing natural and man-made disasters</li> <li>Evaluating disaster management strategies</li> <li>Assessing the impact of disasters</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Slides</li> <li>Resource person</li> </ul>

## 8.0 ASSESSMENT

Heritage Studies will be assessed using continuous and summative assessment.

### 8.1 ASSESSMENT OBJECTIVES

By the end of Level 2 secondary Heritage Studies course, learners should be able to:

- explain key events and the significance of wars of resistance such as the First and Second Chimurenga/Umvukela/liberation struggle
- describe the significance of national symbols, events and heritage sites
- discuss norms and values appropriate for responsible behaviour
- describe the operations of various government structures and systems
- apply skills and knowledge gained to improve the quality of life of individuals, families and communities
- explain concepts and issues that relate to heritage studies, gender and human rights
- examine various ways of managing the national environment for sustainable development
- explain the production and marketing of goods and services
- state the fundamental rights and freedoms contained in the Zimbabwean Constitution

## **8.2 SCHEME OF ASSESSMENT**

The syllabus' scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable candidates with special needs to also access assessments.

### **SCHEME OF ASSESSMENT**

This learning area will be assessed continuously from Levels 1 and 2 through coursework and a final examination which will consist of two papers. Learners will be assessed in the following areas:

#### **8.2.1 Course work**

Practical Skills

Critical thinking skills

Problem solving skills

Leadership skills

Communication and team building skills

Technological skills

Originality and creativity

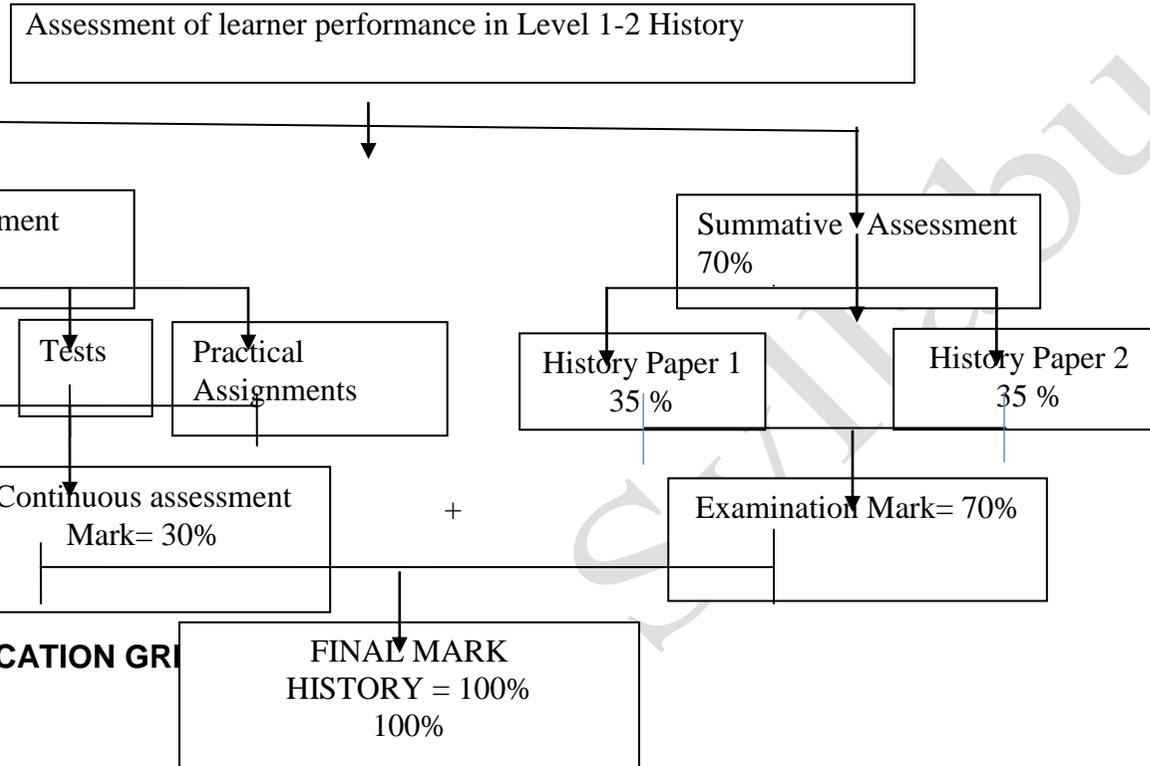
Collaboration skills  
Management skills  
Business skills  
Research skills  
Analytical skills  
Writing skills

## **Theory**

Written assignments  
Written tests  
Project work

Draft Syllabus

## ASSESSMENT MODEL



Form of assessment	Weighting
Continuous	30%
Summative	70%
<b>Total</b>	<b>100%</b>

### Continuous assessment

Level	Assessment task	Frequency	Weighting
Level 1	Theory test	1 per term	10
Level 2	Theory test Research Assignment/Project (continued from Level 1)	1 per term 1 per year	10 10
<b>Total</b>			<b>30</b>

**NOTE:** All assessment tasks are marked out of 100. Assessment of soft skills will be done as learners respond to continuous assessment tasks.

### Summative Assessment

Paper	Paper Type	Duration	Marks	Weighting
1	Multiple choice	1hour 15 mins	40	20%
2	Structured	2hours	100	80%
<b>Total</b>				<b>100%</b>

### Paper description

Paper 1 consists of **40** questions and candidates answer all questions. It has a total of **40 marks**.

Paper 2 consists of 2 sections, **section A and B. Section A** consists of **6** structured questions. Candidates answer all questions. **Section B** consists of **5** structured essay questions from which candidates will answer any **2**.  
 Section A will consist of the following topics: Cultural Heritage: norms and values, National History: Sovereignty and Governance as well as National Heritage. Section B will consist of all the other topics

### Content distribution

<b>Paper 1</b>	<b>Paper 2</b>
Socialisation Identity Cultural Heritage: Norms and Values National History: Sovereignty and Governance National Heritage Constitution of Zimbabwe Rights and Responsibilities Production, Distribution of Goods and Services Global Issues	Socialisation Identity Cultural Heritage: Norms and Values National History: Sovereignty and Governance National Heritage Constitution of Zimbabwe Rights and Responsibilities Production, Distribution of Goods and Services Global Issues

### Specification grid

<b>Paper 1</b>	<b>Socialisation</b>	<b>Identity</b>	<b>Cultural heritage: norms and values</b>	<b>National history: sovereignty and governance</b>	<b>National heritage</b>	<b>Constitution of Zimbabwe</b>	<b>Rights and responsibilities in Zimbabwe</b>	<b>Production of goods and services</b>	<b>Global issues</b>

	10%	5%	15%	30%	5%	10%	5%	10%	10%
<b>Paper 2</b>	<b>Socialisation</b>	<b>Identity</b>	<b>Cultural heritage: norms and values</b>	<b>National history: sovereignty and governance</b>	<b>National heritage</b>	<b>Constitution of Zimbabwe</b>	<b>Rights and responsibilities in Zimbabwe</b>	<b>Production of goods and services</b>	<b>Global issues</b>
	10%	5%	15%	30%	5%	10%	5%	10%	10%

### Skills distribution

Skill	Paper 1	Paper 2
Knowledge and understanding	60%	40%
Application	20%	30%
Problem solving	20%	30%
<b>Total</b>	<b>100%</b>	<b>100%</b>

### ABBREVIATIONS AND ACRONYMS

Abbreviations and Acronyms	Meaning
AU	African Union
COMESA	Common Market for Eastern and Southern Africa
GMB	Grain Marketing Board
ICT	Information and Communication Technology
NAM	Non Aligned Movement

NOCZIM	National Oil Company of Zimbabwe
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations International Children's Educational Fund
UN	United Nations
SADC	Southern African Development Community
SME	Small to Medium Enterprise
HIV	Human Immuno-deficiency Virus
AIDS	Acquired Immune Deficiency Syndrome
ZETDC	Zimbabwe Electricity Transmission Distribution Company
ZIM-ASSET	Zimbabwe Agenda For Sustainable Socio-Economic Transformation

Draft Syllabus